DOCUMENT RESUME

ED 226 272 CG 016 465

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TITLE Special Education - The Counselor's Job Too.
PUB DATE Mar 82
NOTE 34p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Counseling Techniques; *Counselor Role; Counselor Teacher Cooperation; *Counselor Training; Elementary Secondary Education; *Inservice Teacher Education; *Learning Disabilities; Program Descriptions; School Counselors; Simulation; *Special Education; Student Characteristics; Teaching Methods; Training Methods

ABSTRACT

This paper presents an inservice program for school counselors--or for a school counselor and a special educator--to work together to teach regular educators and other school personnel how to work more effectively with special needs students. The method may also be used by an individual educator to improve his/her skills in working with special needs students. The program format for learning about various disabilities is described in detail including: (1) simulating disabling conditions; (2) gaining information about behavioral and emotional characteristics of disabling conditions; (3) observing how these characteristics affect performance; (4) determining the counselor's role in consulting with teachers; (5) developing a helping attitude; and (6) discovering strategies helpful in working with disabled students. While this paper focuses on learning disabilities, it is capable of being applied to other disabilities as well. Materials for modifying instructional strategies for disabled students are provided in the appendices, including definitions, distiguishing characteristics, emotional and behavioral performance categories, specific techniques for common problems, and a materials reference list. (Author/JAC)

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SPECIAL EDUCATION - THE COUNSELOR'S JOB TOO

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CG 016465

Paper presented at the Annual Convention of the American Personnel and Guidance Association, Detroit, MI, March 17-20, 1982

SPECIAL EDUCATION - THE COUNSELOR'S JOB TOO

INTRODUCTION

The setting is a high school planning and placement team meeting. Each member of the team has an assignment to work with the learning disabled student who is the focus of the planning and placement team. The final component of the student's individual education program consists of counseling sessions. The chairperson of the planning and placement team asks the counselor for recommendations, specifically objectives for the counseling sessions. How does the counselor begin to respond to this request?

In the best of situations the counseling department may have staff members trained to counsel special needs students. More often, however, the generically trained counselor who has no formal background in special education is summoned for this job. The purpose of this paper is to present a method for counselors to learn more about the world of the disabled student and consequently how to serve that student better. The method described in this article can be used as the basis for an inservice program or can be followed independently by the individual educator who wishes to improve his/her skills in working with special needs students. Ideally, considering the presentation of an inservice program, a counselor who has some theoretical background and practical experience working with disabled students and a special educator can team up.

To organize the task of learning more disabling conditions, it is recommended that the method described be applied to one disability at a time and that the presenter focus on a disability more commonly found or more often presenting difficulty to the regular educator. Since 31.7 percent of handicapped students all ages through 21 have learning disabilities, and regular educators often experience difficulties working with learning disabled students due to the wide variation in characteristics of these students, this disability is used as an example in the method described in this paper (U.S. Office of Education May 1980). However, if the presenter wanted to focus on educable mentally retarded students, he/she would research information about that condition and present that information in the format which follows. To assist with this effort, resources listed in the appendices apply not only to learning disabilities but to other disabilities as well.

Step One: Information Concerning General Characteristics of Learning Disabilities

If we believe that one of the most important components of a good counseling relationship is the ability to walk in the shoes of the client, the inservice session should include a variety of simulations of handicapping conditions. These exercises serve two purposes: (1) they directly involve participants and thereby usually increase motivation to learn, (2) they provide participants with some sense of what it feels like to have the disability being experienced in the simulation.

The program can begin with a simple paper and pencil exercise during which a presenter dictates the definition of a learning disability (appendix A). Participants are asked to take this dictation using the nondominant hand to gain some sense of the daily frustration with motor skills related to writing experienced by the learning disabled student in a regular classroom. Throughout the reading the presenter should suggest the following: "some people are very slow-they should try harder - we have alot to cover - we'll never finish in the time alloted." After participants seem reasonably frustrated, the presenter should tape a student's paper to the wall pointing out how he/she needs to improve, thereby simulating what is not an uncommon experience in the regular classroom.

This simulation leads into the first step in the method to learn more about special needs students, i.e. knowledge of the disability. Appendix B contains information which distinguishes learning disabilities from other conditions and also contains descriptions of terms related to learning disabilities.

After briefly discussing the importance of a factual information base, the presenter can again do a simulation, this time focusing on perceptual ability related to reading. Half the participants receive a handout of a passage on "patience" with letters in the correct position and half receive the same passage with letters reversed. (Appendix C). The presenter calls on various participants to read, some of whom will obviously struggle with the letter reversals. After five minutes, the presenter can elicit feelings experienced by the participants while they were doing the exercise. Participants will undoubtedly share feelings such as

embarrassment, humiliation, frustration, anger, defeat, wanting to leave the room, etc.

Step Two: Information Concerning Emotional/Behavioral Characteristics of Learning

After sharing factual information concerning the general characteristics of learning disabilities, it is also important to share with particip nts the emotional/behavioral characteristics of learning disabilities(Appendix D). Before distributing the handout, the presenter can elicit from the audience some specific examples of characteristics they have observed. The presenter can also animatedly describe some of the more common behavior of a learning disabled student, e.g. hyperactive, drumming fingers on a desk, getting up from the desk frequently, perpetually moving. This mimicking is done not to ridicule but to emphasize the importance of understanding the student's behavior.

Step Three: How Characteristics Affect Performance

The next step in the method to learn more about disabilities is to understand how characteristics affect learning and performance. This information can be elicited from participants as they reflect on their own experiences with disabled students. It is also included in the handout. (Appendix D).

Step Four: Counselor as Consultant

Next, if the counselor wants to act as a consultant to teachers, it is important to have suggestions concerning what teachers can do to improve the performance of the student in the classroom. The counselor can gain a great deal of this information from interviews with special educators as well as written material. Appendix E contains ideas helpful to the regular classroom teacher who is working with a learning disabled

student.

At this point an excellent simulation which provides a good example of the use of an alternative teaching strategy which a counselor could recommend to a teacher is entitled, "The Three Bears." Participants are asked to translate a story of "The Three Bears," written in broken Italian. After a few minutes they will express great frustration coupled with amusement at the story's content. (Appendix F) The presenter then plays a tape of the passage made by a person with an Italian accent making the content much clearer. This exercise serves two purposes (1) injects some humor into the session (2) demonstrates how the use of an alternative teaching method, in this case a tape, can make learning easier for the learning disabled student.

Step Five: An Attitude Conducive to Helping

The next step could be offered at the beginning of the program or at this point. Whenever it is presented, it is probably the single most important aspect of an increased ability to work with special needs students, i.e. the development of an attitude conducive to helping. It will be very difficult if not impossible to develop rapport with special needs students without being aware of some of the pittfalls well intentioned counselors fall into. These include: (1) the spread syndrome in which a person's deviation is seen as spreading to other aspects of the person so that evaluation of the total person is determined by a single characteristic. Phrases such as the C.P.s, the paras, the deaf are examples of this syndrome. (2) Pity for disabled persons as evidenced by

pained expressions;(3) the protective syndrome as evidenced by a, "don't worry, I'll protect you attitude" thus unwittingly fostering dependency. (4) The, I know what's best for you attitude which dampens enthusiasm and can be especially harmful with regard to vocational planning. (5) The, I'm amazed by your courage attitude thus overvaluing the person's achievements making it clear that the achievements are in contrast to the counselor's expectations; and (6) general anxiety as the counselor realizes his/her own mortality, suceptability to injury, feelings of inadequacy, helplessness, embarrassment in the presence of a disabled person. This anxiety is often accompanied by a tendency to speak in a louder voice, more slowly or differently.

Step Six: Counseling Techniques

In addition to developing a proper attitude, it is valuable to consider counseling techniques used with students on a regular basis but which may prove especially helpful in working with special needs students. Focusing on the enhancement of self concept as much as possible by working to increase the student's sense of personal mastery, of being in charge, is an especially helpful counseling strategy. Ask participants how often they have observed a student being included in a planning and placement team. Emphasize that the student is often the best resource to consult to determine what he/she needs. Ask the participants to share their thoughts about how to increase the student's sence of personal mastery. An important subject to elicit from this discussion concerns working with parents on letting go, i.e. giving children more responsibility and thereby increasing their sense of personal competence. It will also be important to work with

parents on their own feelings of guilt, anger, and lack of self-acceptance. In addition to support groups for students, support groups for parents can also be set up. The swallowing of irrational beliefs which damage self concept is often a concomitant of a handicapping condition. Ellis' ABCD technique of examining the activating event, the belief system, the consequences of that belief system for the client's life and the disputation of that belief system may be a good tool to use with special needs students (Ellis, 1978).

For many disabled students it will undoubtedly be helpful to get out the anger they feel resulting from pent up frustration. Ways to release such anger include: towel twisting, using a punching bag, making a phone call with the button depressed.

Becoming proactive in the environment of the disabled student is another excellent counseling strategy. Examples include talking to the basketball coach about letting a hearing impaired student on the team. Counselors can talk with the officers of school clubs about reaching out to disabled students encouraging them to join. Since counselors will not have time to deliver all the counseling related services disabled students may need, a large part of their job will be to utilize effectively a variety of referral sources. The presenter of this program can make up and distribute a list of referral sources within the participants' geographical region.

A third area of counseling techniques, especially at the high school level, is career preparation for job placement. In addition to implementing the same kinds of career education activities used with the regular classroom student, disabled

students may need even more help with assertiveness skills, resume' writing, and job interview preparation. Finally, it will be important for the counselor to know who hires the handicapped and how to assist students in looking for job openings.

Summary

In summary, whatever disability is the topic of the in-service session, an educator wishing to implement the program must first select several experiences which simulate the disability. Next, facts about the characteristics of this disability must be researched and organized in a manner which can be easily understood. The presenter must then focus on how the disability affects performance and what the classroom teacher can do to modify instructional methods. Appendix G contains information on resources to learn about various disabilities. The sections of the program on attitudes and counseling techniques are generalizable and apply to many disabling conditions. They can be modified by the presenter as needed. Finally, an excellent film, "A Different Approach" which can be obtained from the South Bay Mayors Committee for the Employment of the handicapped, 2409 N. Supulveda Blvd., Manhatten Beach, California 90266, can be used as a conclusion to the sessions. The film is approximately 20 minutes and describes common attitudes and barriers experienced by handicapped persons. The film's satirical nature and unusual format make it a high interest experience serving as a conclusion for a program or a good take off point for further discussion.

Conclusion:

The program described in this article is ambitious but highly doable. It is designed not only to give participants

background knowledge but also a road map to follow to learn more about disabilities. Although it might best be implemented by a team of presenters representing counseling and special education, a counselor, administrator, psychologist, or social worker specially interested in special education can offer the program as an inservice to staff members. Across the board cutbacks in Federal funding and counsequent lessening of support service personnel, make it imperative that educators learn more about each other's disciplines. As counselors and regular educators learn more about special education, there will be better services for special needs students and personal and professional growth for the regular educator.

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APPENDIX A

The definition of Learning Disabilities, according to the National Advisory Committee on Handicapped Children (1968) as cited in Lerner's Text (1976, p. 9) is as follows:

> "Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injuries, minimal brain dysfunction, dyslexia, developmental aphasia. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage."

APPENDIX B

(Part One)

In an effort to clearly understand what a learning disability is, it is essential to distinguish this category from:

1. MENTAL RETARDATION (EMR - Educable Mentally Retarded)

Consistent low intellectual ability, falling in the retarded range of intelligence.

Learning Disabled students have average intelligence or potential, however, there is a discrepancy between their potential and achievement. LD students do well in some areas and very poorly in others.

2. VISION AND HEARING DEFECTS - acuity impairment

A learning disability is not caused by acuity defects in vision or hearing. The LD student can receive information accurately but the brain has difficulty in processing what is seen or heard. This disorder in the central nervous system interferes with basic learning functions of organizing, sorting, discriminating, remembering and expressing information.

3. EMOTIONAL AND SOCIALLY MALADJUSTMENT - emotional disturbance or behavior disorders.

A learning disability is not primarily caused by emotional and social maladjustment; these are two separate areas, however, an LD student may display emotional overtones that result from repeated failure and mounting frustration.

4. ENVIRONMENTALLY DISADVANTAGED - culturally deprived

Learning Disability students come from all backgrounds: low middle, and upper-class families. Children from sound, stimulating environments may still have difficulties reading, speaking, etc.

5. PHYSICALLY HANDICAPPED - physical disabilities

A learning disability student is disabled educationally not physically.

Most important, one must not confuse the difference between the learning disabled student and the slow learner. Remember, most LD students have average intelligence or potential. They are not slow! (Lerner, 1976).
The slow learner has:

1. a low ability level - below average intelligence
2. low achievement level - learning rate corresponds to ability level
3. exhibits a "flat profile" in diagnostic testing or academically all areas low.

The Learning Disabled student has:

1. average intelligence or potential
2. low achievement in certain areas - discrepancy between learning rate and ability level
3. exhibits a "scattered profile" in diagnostic testing and academically, many "peaks and valleys" - high and low areas.

Although an LD student can receive information properly, the brain has difficulty processing what is seen, heard, or felt. This disorder in the central

nervous system interferes with basic learning functions of collecting (organizing), sorting (discrimination), storing (memory), and expressing information.

These disturbances result in modality weaknesses: auditory, visual or kinesthetic (motor) which hinder the development in the academic areas.

Myklebust (1967) states: "the psychology of learning is disturbed because of an impairment in the central nervous system. Because of a neurological deficit, the learning process of these students is different".

APPENDIX B

(Part Two)

The following terms may be helpful in understanding the problems of the Learning Disabled Student. The definitions have been adapted from Janet Lerner's text, and from several lectures in Special Education at Central Connecticut State College, New Britain, Connecticut.

* AUDITORY PERCEPTION - the ability to interpret or organize data received through the ear.

** AUDITORY DISCRIMINATION - a process under the category of perception. The ability to discern likenesses and differences between sounds.

Behaviors: does not hear differences in sound, cannot reproduce sound, confuses letters and words.

** AUDITORY MEMORY - a process under the category of perception. The ability to store and recall material through auditory input.

Behaviors: difficulty remembering sounds, difficulty remembering material presented orally, difficulty in following directions.

** DIRECTIONALITY - the relationship of an object or point in space to another object or point in space, (right-left, up-down, forward-backward, etc.).

Behaviors: difficulty in this skill may result in left right confusion in reading and writing.

* DISCALCULIA - lack of ability to perform mathematical functions, usually associated with neurological dysfunction or brain damage.

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*cited from Lerner

**cited from lectures at Central Connecticut State College, Department of Human Services and Special Education

* DYSGRAPHIA - extremely poor handwriting or the inability to perform the motor movements required for handwriting; often associated with a neurological dysfunction.

* DYSLEXIA - a disorder of children who, despite conventional classroom experience fail to attain the skills of reading. The term is frequently used when neurological dysfunction is suspected as the cause of the reading disability.

* EXPRESSIVE LANGUAGE - skills required to produce language for communication with other individuals. Speaking and writing are expressive language skills.

Behaviors: difficulty with speech sounds, difficulty formulating words and sentences (verbal and written), difficulty with grammar and syntax (verbal and written), inadequate oral vocabulary.

** EYE-HAND COORDINATION - the ability to coordinate vision with movements of the hand.

Behaviors: difficulty in handwriting, copying or drawing what is seen, tracing, completing, or reproducing forms, cutting.

** FINE MOTOR SKILLS - The ability to control fine muscular movements as in the hand.

Behaviors: difficulty with writing, prefers to print, difficulty assembling parts of mechanisms, holds a paper at unusual angles.

** GROSS MOTOR SKILLS - ability to move and control various parts of the body - total musculature.

Behaviors: difficulty with body movements, poor in athletics and physical education.

** KINESTHETIC - motor movements of the body including gross and fine motor skills.

** MODALITY - avenues of sensory input to include auditory (ear), visual (eye), tactual-kinesthetic (touch-motor), olfactory (smell) and gustatory (taste).

** MULTI-SENSORY APPROACH - the utilization of many modalities simultaneously in teaching. The student will see, hear and touch at the same time when presented with a particular task.

* PERSEVERATION - the tendency to continue an activity once it has been started and to be able to stop or modify the activity even though it is inappropriate.

Behaviors: does not stop reading or writing at an indicated point, repeats words or sentences consistently when speaking or writing. May repeat previous responses on tests.

* READABILITY LEVEL - an indication of the difficulty of reading material in terms of grade level at which it might be expected to be read successfully.

* RECEPTIVE LANGUAGE - language that is spoken or written by others and received by the individual. These skills include listening and reading. The student can hear what is said but cannot comprehend what is said.

Behaviors: difficulty comprehending concrete and abstract words, poor reading comprehension, difficulty following directions, listening critically and making judgements.

** SPATIAL ORIENTATION - the ability to organize space in terms of the individual relating his physical self to the environment with reference to distance, size, position, and direction.

Behaviors: clumsy and awkward, turns in messy work, unorganized work habits, confuses concepts up, down, front, back, over, under, etc.

** SEQUENCING - the ability to remember in order that which has been heard, seen, or felt for both long and short periods of time.

Behaviors: may change order, omit items or backtrack, uneven level of work from day to day and between subjects, inability to carry out directions properly.

* VISUAL PERCEPTION - the ability to interpret or organize data received through the eye.

** VISUAL DISCRIMINATION - a process under the category of perception. The ability to discern likenesses and differences between symbols.

Behaviors: letter reversal in reading and writing, confuses letters and words, cannot reproduce symbols correctly.

** VISUAL MEMORY - a process under the category of perception. The ability to store and recall material through visual input.

Behaviors: difficulty remembering words seen or structural parts of words, difficulty remembering material in written form, or remembering what is read.

* VISUAL FIGURE GROUND - the ability to attend to one aspect of the visual field while perceiving it in relation to the rest of the field.

Behaviors: difficulty perceiving foreground and background.

APPENDIX C

(Part One)

PATIENCE

Once upon a time upon a bed lay a person who had always been taught to be patient. Only on one occasion as a small child had the person ever questioned this, and then he/she was told in no uncertain terms a number of good things to always remember:

—"Patience is a virtue";
—"Impatience doesn't make time run faster";
—"The longer you wait for what you want the more you enjoy it when you finally get it."

All of which made sense to the child. Growing up and older, the person waited and waited, knowing how good what s/he wanted would be when s/he got it at last.

So time passed until, alas, one day, s/he found to his/her grief that s/he had waited too long to get what s/he wanted and so could now not have it at all.

"But that's not fair" complained the person for the first time in his/her life. "That means that Patience doesn't always pay!"

"That's right," smirked a friend who the person for many years had jealously criticized for impatiently getting what they wanted out of life. "I always told you so: anything worth waiting for is worth having now."

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APPENDIX C

(Part Two)

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APPENDIX D

EMOTIONAL AND BEHAVIORAL PERFORMANCE

The following performances were taken from the following text: What About Me? The LD Adolescent by Doreen Kronick, Academic Therapy Publication; page 170, California (1975).

1. ANGRY, DEFIANT, and TENSE: makes derogatory remarks about peers and teachers; is sullen or explosive; overacts; unable to enter debate or discussion, loses temper, calls names; uses strong language; refuses to work; refuses to cooperate; refuses to take tests; refuses to read aloud or write compositions; is easily provoked; provokes, taunts and dares; resistant to suggestions; makes unnecessary errors during oral reading resulting from tension.

2. EMBARRASSED: refuses to read aloud, or to have anything he's written read aloud; refuses to bring books home; refuses to enter discussions; doesn't want anyone to see his work; complains of the level of the materials and the work.

3. FRUSTRATED: tears up paper or marks it up, rather than correct the errors; hates to get low marks; cannot cope with competition; seeks attention by performing in non-academic ways - may be class clown; dislikes to repeat anything he has said or done.

4. VULNERABLE: makes excuses for inability to perform or accomplish; tries to hide feelings and reactions; is afraid to make errors; antisocial - refuses to "buddy up"; does not like to be touched, or wants excessive body contact.

5. UNCERTAIN: resists change; is afraid to try something new; will follow the lead of others; will change allegiances to follow group.

6. MOODY: uneven behavior; feelings and reactions--often goes from a peak to a trough; extreme enthusiasm changes to disinterest; can go through several mood changes in one day.

7. EASILY DISTRACTED: looks at other students; is disturbed by sound, movement, interruptions; loses his place when reading; forgets what he was about to say or do.

8. HYPERACTIVE: taps floor, desk; wiggles, jumps up and down; leaves his seat; perpetual motion--will write or draw on anything available, including his own body or the person nearest to him; may have a spell of incessant talking, laughing, or making sounds.

9. IMPULSIVE: speaks out when others are speaking; may walk out of the classroom, either saying nothing or mumbling; will suddenly stop working, or do work other than what class is doing; disrupts class with witticisms or behavior; starts and stops activities on the spur of the moment.

10. POOR SELF-IMAGE and FEELINGS OF DEFEAT: may call himself a "dummy"--often accepts the role; considers himself "bad" or different; associates with younger children or those in a lower grade; won't plan ahead--feels there's no place for him to go; refuses to believe he can succeed at anything--may feel he can succeed only verbally.

11. DISORGANIZED: frequently late or absent--doesn't wake up on time; forgets homework, books, equipment; neglects homework, or does it incompletely; undisciplined; forgets special activities such as trips, even though planned; leaves money at home; forgets to bring lunch.

12. IMMATURE: uses inappropriate responses; has unrealistic goals; interrupts others; enjoys getting others in trouble; wants all the attention; wants the teacher to himself; whines and complains about minor things; does not know how to handle money; sulks; allows others to use him; cannot function socially with his peers.

APPENDIX E

SPECIFIC TECHNIQUES FOR COMMON PROBLEMS

(Hartley as cited in Perrish, pp. 257-58, 1980)

If the problem is reading and the student is expected to learn content:

1. Use films or film strips.
2. Provide records, tape recorders
3. Allow use of pictures, films, cassettes.
4. Refer to texts or books in large print or simplified reading level.
5. Encourage students to seek help from other students.
6. Cut the amount to be read, i.e. select key passages or chapters.

If the learner has problems with listening:

1. Provide printed directions to accompany oral presentations.
2. Give students tapes to he may follow directions at his own page or listen to them over and over.
3. Provide individual help to be sure directions are understood.
4. Allow help from another student.

If the problem is one of poor writing:

1. Allow taping of reports or tests.
2. Encourage use of typewriter, even for taking tests.
3. Offer opportunities to build models.
4. Provide opportunities for oral reporting and testing.
5. Require short samples of written work carefully and excellently done.
6. When testing, correct written work for concepts, not for area of disability (spelling, writing, etc.)

7. Allow student to have help in editing written reports prepared outside class. Stress should be on excellence in what is turned in, even if it is one paragraph, one neat page.

If the problem is one of poor math concepts:

1. Have student verbalize the problem step by step to make sure he understands each stage.
2. Check to see that the meaning of key symbols is clear (+, -, etc.)
3. List steps of a process on study sheet or tape; allow student to refer to it as he works.
4. Help the student to group works according to their meaning.
5. Emphasize the position of numbers and symbols when it is important to computation.
6. Cut concepts into smaller steps than is done in most texts.
7. Allow students with spatial problems time to work out spatial relationships, as in geometry, at their own pace.

Presenting Materials and Assignments:

1. Materials should be presented in both oral and written form. Use as many methods as possible; films, overheads, illustrations, etc. (All handouts should be clearly printed - no worn out dittos!)
2. Materials should go from simple to complex. It may be necessary to review and repeat more than you first thought necessary.
3. Be very well organized in presenting materials. LD students have difficulty with organizing material - use outlines whenever possible.

4. Keep assignments short and in manageable parts. The LD student should be expected to do classwork but with modifications of quantity not quality.
5. Offer opportunities for student to ask questions about assignments.
6. Give only one assignment at a time so that the student does not become confused.
7. Speak clearly and slowly, putting key words on the board, especially if the student is expected to take notes.

Tips on testing in the classroom:

1. Review materials to be covered for tests - provide outlines for students or LD teacher to follow on material or terms.
2. Oral testing, if needed, by classroom teacher or LD teacher.
3. Give extra time for the LD student in taking tests.
4. Use concise multiple choice questions or matching format on tests.
5. For essay format - allow student to dictate answers to LD teacher, another student or teacher, or tape essay.

APPENDIX F

(Part One)

DI TRI BERRESE

(di'sse libretto ise for do iu laicho tu follow di spiccher wail ise spicche)

Uans appona taim uas Tri berrese; mamma berre, pappa berre, a bebi berre. Live inne contri nire foresta. NAISE AUS. No nugheggia. Uanno dei, pappa, mamma, a bebi go tooda bice, onie, furghette locche di dorre.

Bai enne bai commose Goldilocchese, sci garra nottinghe to du batto meiche troble. Sci pushie olle fudde daon di maute; not leve cromme. Dan sci gos appesterrese enne slipse in olle beddse.

LEISI SLOBBE!

Bai enne bai commese omme di tri berrese, olle somebronde enne sand inne scius. Dei garra no fudde; dei garra no beddse. En wara die goine due to Goldilocchese? Tro erre inne strit? Colle pulisemenne?

FETTE CIENZE!

Dei uas Italien Berrese, enne die slippe onna florre.

Goldilocchese stei derre tree unidase; itte aute ausenomme, en guista becose die asche erro tu meiche di beddse, sci sei "Go tu chile," enne runne omme criane to erre mamma.

Uatsiuse? Uara iu goine du -- Go compliene sittiolle?

APPENDIX F

(Part Two)

THE THREE BEARS

(this libretto is for you to follow the speaker while she is speaking)

Once upon a time there was three bears; mama bear, papa bear, and baby bear. Live in a country near a forest. NICE HOUSE. No mortgage. One day, papa, mama, and baby go to the beach; only forget to lock the door.

By and by comes Goldilocks, she's got nothing to do but make trouble. She pushes all the food down the mouth, not leaving a crumb. Then she goes upstairs and sleeps in all the beds.

LAZY SLOB!

By and by come home the three bears, all sunburned and sand in shoes. They got no food; they got no beds. And what are they going to do to Goldilocks? Throw her in the street? Call a policeman?

FAT CHANCE!

They are Italian Bears, and they sleep on the floor.

Goldilocks stayed there three days; eating them out of house and home, and just because they asked her to make the beds, she said "Go to h___," and ran home crying to her mama.

I'll tell you, what are you going to do -- go complain to city hall?

Use this "English" version of the story to understand the "Di Tri Berrese" version. Make your own tape of "Di Tri Berrese" by using an "Italian" accent.

Do not show this "English" version to the participants of this activity.

APPENDIX G

RESOURCES

ANOTHER STEP FORWARD. Gainesville, FL: University of Florida, Department of Special Education, Stuart E. Schwartz, Project Director.

-Architectural Considerations for a Barrier Free Environment
-A system of management
-Characteristics of Handicapped Students
-Mainstreaming Handicapped Students into the Regular Classroom
-Evaluation and Placement

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

CAREER EDUCATION FOR DEAF STUDENTS: AN IN-SERVICE LEADER'S GUIDE. Harold L. Munson, Judy C. Egelston, and Gordon B. Phillips. University of Rochester, 1975

Harold L. Munson
Graduate School of Education & Human Development
University of Rochester
Rochester, NY 14627

CAREER EXPLORATION AND PREPARATION FOR THE SPECIAL NEEDS LEARNER. L.A. Phelps and R.J. Lutz. Allyn and Bacon, Inc., 1978.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

CHALLENGING BARRIERS TO CHANGE: ATTITUDES TOWARD THE DISABLED. Human Resources Center, H.E. Yuker and J.R. Block.

Human Resources Center
Albertson, NY 11507

COMBINING ACTIVITIES WITH REAL EXPERIENCES. Springfield, IL: Illinois Division of Adult, Vocational and Technical Education.

Curriculum Publishing Clearing House
Hannabin Hall-47
Western Illinois University
Macomb, IL 61455

COMPENDIUM: MANUAL OF INFORMATION RELATED TO THE VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS. Springfield, IL: Illinois Division of Adult, Vocational and Technical Education, 1979.

Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students
Catherine Batsche, Project Director
Turner Hall 207C
Illinois State University
Normal, IL 617[illegible]

COUNSELING WITH DEAF PEOPLE. New York University School of Education: Deafness Research and Training Center, A.E. Sussman and L.G. Stewart, editors, 1971.

National Association of the Deaf
(Order number NY001)
Publishing Division
814 Thayer Avenue
Silver Spring, MD 20910

DEAFNESS AND ADOLESCENCE. Special issue of Volta Review (Sept. 1978, vol. 80), Arthur I. Neyhus and Gary F. Austin, editors.

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

DEVELOPMENT OF INDIVIDUALIZED EDUCATION PROGRAMS FOR THE HANDICAPPED IN VOCATIONAL EDUCATION. Lorella A. McKinney, National Center for Research in Vocational Education, Information Series No. 144, 1979. (See address above)

DRIVER EDUCATION FOR THE PHYSICALLY DISABLED. Human Resources Center, Menahem Less, Project Director.

-Teaching Driver Education to the Physically Disabled
-Hand Controls and Assistive Devices for the Physically Disabled
-Evaluating Driving Potential of Persons with Physical Disabilities

Human Resources Center
Albertson, NY 11507

AN EDUCATIONAL HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN. Stanley I. Mopsik and Judith A. Agard, editors, Abt Associates, 1980.

Abt Books
55 Wheeler Street
Cambridge, MA 02138

EMPLOYMENT AFTER SPINAL CORD INJURY: A HANDBOOK FOR COUNSELORS. Minneapolis, Department of Physical Medicine and Rehabilitation, University of Minnesota, Nancy M. Crewe, Gary T. Athelstan, Ames S. Bower, 1978.

Department of Physical Medicine and Rehabilitation
Box 297 Mayo
University of Minnesota
Minneapolis, MN 55455

EVERYBODY COUNTS! A WORKSHOP MANUAL TO INCREASE AWARENESS OF HANDICAPPED PEOPLE. The Council for Exceptional Children, Michael J. Ward, Robert N. Arkell, Harry G. Dahl, James H. Wise, 1979.

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH PHYSICAL DISABILITIES. Technical Education Research Centers, Technical Education Research Centers, Inc., 1979.

Technical Education Research Centers
44 Brattle St.
Cambridge, MA 02138

GUIDE TO COLLEGE/CAREER PROGRAMS FOR DEAF STUDENTS. Gallaudet College, Office of Demographic Studies, 1978.
Captioned Films for the Deaf Distribution Center
5034 Wisconsin Avenue, N.W.
Washington, DC 20016

HANDICAPISM: A SLIDE SHOW. Human Policy Press
Human Policy Press
P.O. Box 127
University Station
Syracuse, NY 13210